

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents and describes the result of the study from the data analysis of the research. Here, the researcher focuses to answer the two major points which have been stated in chapter one, about how are the implementation in teaching speaking by using inside-outside circle strategy, and what are the students' response in speaking by using inside-outside circle strategy.

4.1 Findings

The researcher chose the English Course of Lombok Lendang to implement the classroom because from the result of the observation, this class of English Course shown that most of them find some difficulties in learning English especially on speaking skill reading text and their speaking on the English language is low, so that the researcher try to implement the classroom, to improve the students speaking in English lesson by using inside outside circle strategy in teaching speaking descriptive text.

4.1.1 How are the Implementation in Teaching Speaking by Using Inside-Outside Circle Strategy

The researcher did the observation at the English Course. The observation was conducted in the three meetings in 10th, 17th, and 24th June 2020. The following were the condition in the implementation of Teaching Speaking Using Inside-Outside Circle to teach descriptive text in classroom.

4.1.1.1 The First Meeting

The first meeting was held on Wednesday, June 10th 2020. For this meeting the time allocation was 2 x 45 minutes. The observation was held on English Course.

At the beginning of the lesson, the teacher greeted the students. The teacher guided students to pray together. Then, the teacher asked the students' condition like "How are you today?" after that the teacher filled the learning journal then checked the students' attendance next, the teacher asked the students who were absent at that day and they answered that there were no one students absent today. So, there were 8 students in this meeting, after the teacher checked the students' attendance, the teacher reviewed the previous meeting about conditional sentence, and explained the goal of the study. The teacher told them that they would get new material about descriptive text.

After the teacher told the students that they would get new material about descriptive text, the teacher gave students brainstorming. For the brainstorming the teacher showed a picture to motivate the students. When the students listened that story from the teacher they were very interested.



Figure 4.1
(The students' activity in whilst reading activity)

After that activity, the teacher had a text on the paper entitled “My Lovely Mio”. The teacher pointed some of the students to read it aloud, one student read one paragraph. After that the teacher asked all students to find the difficult words from the text then wrote it on the paper. Most students wrote their difficult words. Then, the teacher asked the students to find the meaning of the difficult words using a dictionary, all students also wrote the difficult words in their book, in this activity the situation was very noisy. Therefore, the teacher warned them to keep quiet.

After doing that activity, the teacher discussed their difficult words. Next, the teacher gave a question to students, “what the text told about?”, most of the students answered “that the text told about My Lovely Mio”, then the teacher asked again, “what the kind of the text was?” most of the students answered that was descriptive text, yet some of the students answered that was narrative text. Then the teacher stated it was descriptive text. Next, the students asked the teacher “what generic structures were?” then the teacher explained the generic structure of the descriptive text.

After doing that activity, the teacher asked students to describe a person using the Inside-Outside Circle strategy, then the teacher asked the students to stand up from their seat and make a circle and asked the students also to find their partner, when the students had found their partner, the teacher asked students face to face with their partner, half of them inside and half of the students outside, after that the teacher gave some instructions before going to speak, the teacher asked the students to speak and do not stop if the teacher did not give the students a stop,

Moreover the teacher explained the steps of the Inside-Outside Circle strategy, the students must be creative and speak by themselves about the teacher asked them, then the teacher gave the students five minutes to speak, after that the teacher asked students on the first

speaker is from inside circle, when was done at inside circle change with outside circle, then the teacher asked to description on them self.

1. Inside Circle

The students inside circle tried to first beginning speak with their partner, when the students describe them self, the teacher walked around to control the students speaking they must more speak, but in this time the students were noisy, therefore the teacher warned them to speak load, in this time the allocation was five minutes.

2. Outside Circle

Next, the teacher asked the outside students to beginning speak after Inside Circle done on their speak, here the outside students also describe them self, the teacher control and warned them to speak load and more load, in this time the allocation was five minutes also.

After they sharing on their self, the teacher asked students to seat again from stand up, and the teacher asked students to wrote them self on their book.

Suddenly, the bell was rang, then the teacher asked students to submit their work, the teacher said to the students that we would read about their self in the next meeting. Then, the teacher confirmed what the lesson today, the teacher reminded the students for next meeting, and ended the lesson with greeting.

4.1.1.2 The Second Meeting

The second meeting was held on Wednesday, June 17th 2020. For this meeting the time allocation was 2 x 45 minutes. At the beginning of the lesson, the teacher greeted the students. The teacher guided students to pray together. Then, the teacher asked the students' condition like "How are you today?" after that the teacher filled the learning

journal then checked the students' attendance, in the second meeting, the total of students in this meeting was 8 students, the teacher asked the students who were absent at that day and they answered that there were no one students absence today. The teacher did not explain the goal of the material because the teacher had been explained it in the first meeting.

After the teacher checked the students' attendance, the teacher reviewed the previous meeting, the teacher continued the previous meeting about students' analyzed in the generic structure and language future in descriptive text, then the teacher discussed the generic structure and language feature from descriptive text, the teacher asked students about generic structure, where is general classification and where is the description, also language feature in the text, most of students can answer it, after that, the teacher returned the students' book.

After doing that activity, the teacher explained all of descriptive text to make them understand better, the students also wrote the teachers' explanation. Then, the teacher gave students individual worksheet, the students could answer it quickly because they looked on their book, after the students finished to do their individual worksheet, the teacher continued the material.

Here the teacher showed a picture on the paper as brainstorming. It was "My Cat". Next, the teacher asked the students about "what picture was"? than the teacher gave students a descriptive text entitle "My Cat".

After the teacher gave students a descriptive text, the teacher asked the students to describe about the cat, and the teacher asked to the students wake up from their seat to make circle and also to chose their partner, in this time the teacher asked students to make Inside-Outside Circle, when students had done make Inside-Outside Circle, the teacher

asked to students speak load about the cat, they must describe it. The instruction about step of Inside-Outside Circle the teacher had explain in the first meeting.



Figure 4.2
(The students activity in speaking)

1. Inside Circle

In this time, all of students inside circle thought more speak and load, they tried to speak load and must describe about “My Cat”, and the teacher also walked around the class to control the situation on their speak process, beside that inside circle must shek their hand, it is to be understand listener what their speak about, then the teacher warned the student the allocation just five minutes.

2. Outside Circle

After inside circle speak, it to be change with outside circle, and the teacher asked to inside circle do not make noisy, they must pay attention to outside circle speak, some of students they make asking and answer, for outside circle activity the time allocation was five minutes.

Next, the teacher asked students to seat again from their stand, after that the teacher reminded the students that is time for share their speak, when the students speak in the circle, the teacher asked students sharing to in front of the class, all of students come forward and share in front of the class.



Figure 4.3
(The students sharing his project)

After the students shared in front of the class, the teacher also come forward and how to sharing about My Cat correctly, in order to make understand better and to make interested the study of speaking using descriptive text.

After doing those activities, the teacher confirmed what the lesson today, then the teacher asked them about the difficulties they speak, when they tried to describe about my cat, the teacher confirmed, gave conclusion and feedback. After that, the teacher gave the

students homework, the homework were to describe about their house, the students must do it because their must speak again with their friends. Next, the bell is rang and the teacher ended the lesson with greeting.

4.1.1.3 The third Meeting

The third meeting was done on Wednesday, June 24Th 2020. For this meeting the time allocation was 2 x 45 minutes. At the beginning of the lesson, the teacher greeted the students. The teacher guided students to pray together. Then, the teacher asked the students' condition like "How are you today?" after that the teacher filled the learning journal then checked the students' attendance, in the third meeting, the total of students in this meeting was 8 students, the teacher asked the students who were absent at that day and they answered that there were no one students absence today. The teacher did not explain the goal of the material because the teacher had been explained it in the first meeting. The teacher also asked the students about their homework to describe about their house, the teacher gave brainstorming.

After doing that activities, the teacher asked the students to observed the text they brought today and paid attention to the detail and specific information, then students observed the text, however the students were confused about what the detail information and specific information was. Thus, they asked the teacher about what the specific and detail information was, the teacher answered the question from students directly, after that the teacher asked the students to comprehend the text than find any specific information from the text.

Next, the students thought and worked individually to find any specific information from their descriptive text. Further, most of the students underline the sentence on the text

which included the specific information on the text. The teacher walked around to control the students in the class, in this time allocation was 15 minutes.



Figure 4.4
(The students sharing his project)

Then, here the students discussed the specific information that they had done in individual work about the specific information, here the students very active, the students discusses their opinion especially about specific information from the text that they bring today, for this activity the time allocation 10 minutes.

After that, the teacher asked the students to stand up from their seat, that to make inside outside circle, this activity same as in the first meeting and the second meeting. When they was done from their activity, the teacher asked the students to seat again, after that the teacher asked students to share about them description, with title “House” after all the students had shared in front of the class, the teacher discussed the students’ sharing about the specific information. The teacher gave students individual worksheet to check their comprehension.

After all students had done with their individual worksheet, the teacher corrected their work, than the teacher distribute the students’ individual worksheet.

Next, the teacher confirmed the lesson today, reviewed the learning process, and asked students about their experience such as the difficulties that students faced in the learning activity, the teacher also gave feedback for students, than the teacher reminded for next meeting, it was about analytical exposition and ended the lesson with greeting.

In order support the data, the researcher made observation checklist to observe the teaching learning process from the beginning until the end. The detailed information of the result of observation checklist could be seen on the appendix.

4.1.2. Students Responses Toward the Implementation of Inside Outside Circle Strategy

The Questionnaire was used to answer the second research question about how are the students' responses toward the implementation of Inside Outside Circle strategy to teach speaking descriptive text. The researcher gave questionnaire in the end of classroom activities especially in the third meeting, there were 10 questions in it, those questions dealing with:

- (1) The students responses about English lesson
- (2) The students responses about speaking skill in English lesson
- (3) – (8) The students responses about Inside Outside Circle strategy for teaching speaking skill
- (9) The students responses about the implementation of Inside Outside Circle strategy
- (10) The students responses about the Inside Outside Circle strategy can be applied in teaching reading text.

And here is the questionnaire and the percentage:

From the analysis of the questionnaire, it could be seen that most of students feel happy to learn English and reading skill is very important for mastering English, as the result the students' responses to the questionnaire number one and two there were 0,625% students who strongly agreed and 0,375% students who agree, that they were happy to learn English, there was 0,75% students who strongly agreed and 0,25% students who agreed. That, reading skill is very important for mastering English.

Furthermore, for the questionnaire number three, there was 0,5% students who strongly agreed and 0,375% students who agreed then 0,125% (one student) disagreed that reading skill is easy and upgrade in English understanding, learning English for teaching reading skill need one strategy or technique to solve students' problem such as using Inside Outside Circle strategy and in the number four there was 0,625% students who strongly agreed than 0,375% students who agreed, that the use of Inside Outside Circle Strategy could make students comprehend reading descriptive text easier.

For the questionnaire number five, there was 0,75% students who strongly agreed and 0,25% students who agreed that teaching speaking using Inside Outside Circle strategy could make student helper in reading descriptive text. That on the number six there were 0,375% students who strongly agreed and 0,625% students who agreed that teaching reading descriptive text by using Inside Outside Circle strategy help students to speak English more fluently.

Moreover, for questionnaire number seven, there was 0,375% students who strongly agreed and 0,5% students who agreed that the implementation of Inside Outside Circle strategy in teaching learning reading descriptive text make students confident, and for the number eight there was 0,25% students who strongly agree and 0,75% students who agreed

that the implementation of use Inside Outside Circle strategy in teaching reading descriptive text made students comfortable.

Afterward, the students responded to the questionnaire number nine, there was 0,375% students who strongly agreed and 0,625% students who agreed that teaching reading descriptive text through Inside Outside Circle strategies can be applied in the classroom, next on the number ten 0,875% students strongly agreed and 0,125% students who agreed that Inside Outside Circle strategy can be applied in all teaching speaking skill or in reading text.

Based on the total of students responses from all of question in questionnaire (recapitulation), there was 0,55% students who strongly agreed and 0,425% students who agreed, 0,025% students disagreed.

The explanation above, the implementation of Inside Outside Circle strategy to teach reading descriptive text was interesting and the implementation of Inside Outside Circle strategy made students be more fun, fluently and confident. Here, the students could share their idea to others, so the students become active, based that, the strategy could help students to comprehend the text and also assist, when the students speak in front of their audiences their very easy to speak. The detailed of result questionnaire could be seen in appendix 5

4.2 Discussion

The study was conducted in three meetings, from the finding above, we could see there was the process of the implementation of Inside Outside Circle strategy to teach reading descriptive text in each meeting. Here, the researcher discussed the implementation of Inside Outside Circle strategy to teach reading descriptive text at English Course Lombok Lendang.

4.2.1. The Discussion of the Implementation Inside Outside Circle Strategy to Teach Reading Descriptive Text

The researcher focused on the implementation of Inside Outside Circle strategy to teach reading descriptive text at English course students, the researcher used observation checklist, it can be seen on appendix 3. Here, the researcher observed the implementation of Inside Outside Circle strategy from the first meeting until third meeting.

Inside Outside Circle strategy had some steps to great students improve their speaking, according to (Hannum, Ikhsan, & Antika., 2017) said step 1, students work individually. Step 2 with a partner the students face to face and to talk or speak. Step 3, they share with other what was talked in the circle.

Based on the result of observation in three meetings, those steps were implementation in teaching learning process, before implementing this strategy, the teacher gave the students brainstorming such as picture on the paper. Then, the teacher showed a text, the teacher asked the students to comprehend the text, then determine generic structure, language future, found specific information, and also the teacher asked students to speak by used Inside Outside Circle with face to face, then the teacher gave explanation to the students about steps or the process of that strategy Inside Outside Circle.

The teacher explained, at the first that students stand up from their seat, second, the students looking partner and face to face, the students start to speak on their self with describe what the teacher gave some work, third, the students seat again after their described something after that the students share about what their speak with their partner.

1. Inside Circle

The students comprehend first about what the teacher order to student, after that the teacher gave star talk from inside circle first, their describe about something like My Lovely

Mio, My Cat and the House. Here there are some students so very active when his describe that.

2. Outside Circle

After inside circle was done on their speak, the teacher change to Outside circle, and Outside circle also very active enough, because before Outside circle share the idea of describe something, their paid attention to inside circle talk and their can hold their speaking or their vocabularies.

After doing those activities, the teacher confirmed and order the students' share. Then, the teacher gave students to come forward in front of audience to share what their talk in the circle, after that the teacher gave the students individual worksheet to them in the last meeting to check their reading comprehension in the last meeting.

After doing that activity, the teacher corrected the students' work, than the teacher confirmed the lesson, gave feedback and conclusion, reminded the next meeting and ended the lesson with greeting.

Based the explanation above, Inside Outside Circle strategy was implemented Inside Outside Circle strategy is alternative strategy to students speaking and to teach reading descriptive text at English Course students. The students tried to comprehend the text, determine the generic structure, language used, specific information and social function in descriptive text, the teacher also can make the students to be active and confident because they could discuss and share each other in this case, Inside Outside Circle made students active in their speaking, in this case, also Inside Outside circle with reading descriptive text made students became active in the teaching learning process, therefore Inside Outside Circle

strategy is the appropriate technique to teach and learning speaking with reading descriptive text.

4.2.2. The Students Responses Toward the Implementation of Inside Outside Circle Strategy

To know the students' responses toward the implementation of Inside Outside Circle strategy to teach reading descriptive text, the researcher questionnaire, it can seen on appendix 5 the result of the data that had been collected about the students' responses towards the implementation of Inside Outside Circle strategy to teach reading descriptive text at English Course students were good responses.

From the result of the questionnaire, it can be concluded that students in English Course gave positive responses, based on the recapitulation, there were 0,55% students who strongly agreed, 0,425% students who agreed, and 0,025% students disagreed.

Moreover, Inside Outside Circle strategy made the students be fluently, the percentage showed, there were 0,375% students who strongly agreed and 0,625% students who agreed, that Inside Outside Circle strategy can made students be fluently, and then Inside Outside Circle strategy made students confident the percentage showed, that there was 0,475% students who strongly agreed and 0,5% students who agreed that Inside Outside Circle strategy made students confident.

In line with Hannum, Ikhsan & Antika (2017) said that the inside Outside Circle strategy had some benefits, it was the way to make students fluently and confident, it was also supported by result of observation when the students did the step Inside Outside Circle strategy, with very active in each meeting, and it was showed in the teaching learning process, that students felt fluently and confident when they told about their idea.